

Background Information Sheet

Name & Class	Date & Place	Lesson	Plan	Topic	Length	Level
Christine & Julia 144 th WD	12/14/2016 Gangnam	Grammar	PPP	At the grocery store; Foods (How much/How many)	40 Mins	Elementary
Class profile						
Number of students: 7 students		Age: 20 - 40		Nationality: Korean		
Motivations: 1. Demonstrating knowledge and understanding, 2.Writing for oneself and others, 3. Social relationships, 4. Preparing official exam for career						
Individual or class hobbies and interests: Current affairs						
Special considerations: Some students know more grammar than others. Some students are shy to speak in class.						
Main aim 1. Students should be familiar with the main difference between countable and uncountable nouns.						
Subsidiary aims 2. Students will practice how to use much and many with some level appropriate vocabulary for foods. 3. Students will practice to conduct a simple conversation at the grocery store. 4. Students will practice what they learned with target language and convey ideas and informations.						
Description of language skills specifically used/practiced: <input type="checkbox"/> Reading: reading worksheets to answer questions <input type="checkbox"/> Listening: teacher's instructions, explanation, and classmates' ideas <input type="checkbox"/> Speaking: drilling, practice activities, and sharing ideas, role play <input type="checkbox"/> Writing: worksheet answers				Description of language systems specifically used/practiced: <input type="checkbox"/> Phonology: Ss try to make sounds correctly <input type="checkbox"/> Grammar: rules of quantifiers <input type="checkbox"/> Function: use of the phrases 'How much?' and 'How many?' <input type="checkbox"/> Discourse: small talk, informal, opinion sharing, role play		
Anticipated difficulties with lesson activities and classroom management: 1. Students may have difficulty in understanding the meaning. 2. Students may have a hard time drilling. 3. Students may need more time to finish their activity. 4. Students may finish their task earlier than anticipated.						
How I can deal with these difficulties: 1. Teacher provides more examples. 2. Teacher gives the students more chance to practice. 3. Be flexible with the time as giving student more time to finish their activity and cut off the time of post activity. 4. Give students extra task to practice.						
Assumptions: (That which provides insight about your choice of material, selection of target language etc.) 1. Students are familiar with the conversation in the grocery and feel comfortable to join the activity in class. 2. Students are used to the deductive teaching method.						
Material(s) needed: Computer, projector, markers, white board, erasers, worksheets, Power Point (Grammar Lesson), flash cards						
Checklist. Tick those included in this lesson plan (✓ or N/A)						
model sentences for target language	✓	concept questions for target language	✓	analysis sheet for target language	✓	
stages clearly titled and separated	✓	purpose of each stage indicated	✓	anticipated timing included	✓	
interaction pattern marked	n/a	a board plan (if relevant)	n/a	examples of all tasks used	✓	
answer sheet to all exercises	✓	tape script	n/a	all materials labelled and numbered	✓	
Personal aim: What I most hope to demonstrate in this lesson is the ability to maximize student talking time and give clear instruction.						

<p>- c.c.q: Does he ask about the amount of oranges? (No) Does he ask about the number of oranges? (Yes)</p> <p>Substitutional Table; Form & Drilling (Show PPT6)</p> <p>1) Form: explain basic grammatical rule by reading the above form in the substitution form.</p> <p>2) Drilling</p> <ul style="list-style-type: none"> - First listen carefully. - Listen and repeat(Whole class). - Nominate students with gesture. - _____, can you make a sentence with milk? (How much milk do you need? We need some milk.) - _____, can you make a sentence with eggs? (How many eggs do you need? We need four eggs.) - Just use gesture. 	T-S	2'	
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<u>Stage 3: Controlled Practice</u>	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
The purpose of this stage is to allow the students to accurately practice working with the target language by doing easy, or controlled tasks. This helps build confidence before trying something more challenging. Students should apply the rules that were presented in a meaningful way whenever possible. Peer-checking before feedback is important in these practice stages.			
Instruction: 1) I will distribute a worksheet #1 for everyone. 2) First, write down answers yourself. 3) Then, compare your answers with the partner, discuss why that is the answer there. 4) I will give 3 minutes to work.	T	30"	
I.C.Q 1) Do you talk to your partner first? (No, work myself) 2) How long do you have? (3 min)	T	10"	
Hand out worksheet.			
Ss work individually. Then, Ss talk to the partner, discuss the answer.	S-S	3'	
T monitor, give help if needed.			
Give time warning: 30 seconds left.			
Feedback - Nominate pairs for each question to read with the answers.	T-S	2'	

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Inter
action

Time

Instructor's
comments

Instruction:

- 1) I will distribute a worksheet #1 for everyone.
- 2) First, write down answers yourself.
- 3) Then, compare your answers with the partner, discuss why that is the answer there.
- 4) I will give 3 minutes to work.

I.C.Q

- 1) Do you talk to your partner first? (No, work myself)
- 2) How long do you have? (3 min)

Hand out worksheet.

Ss work individually.

Then, Ss talk to the partner, discuss the answer.

T monitor, give help if needed.

Give time warning: 30 seconds left.

Feedback - Nominate pairs for each question to read with the answers.

<u>Stage 4: Less controlled practice</u>	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
The purpose of this stage is to allow students to practice the target language more thoughtfully, in terms of either structure manipulation, meaning, function or other aspects of language. Accuracy is checked before moving to the next stage.			
Instruction: worksheet #2 - 1 1) I will distribute a worksheet #2 for everyone. 2) First, write down answers yourself with number 1 question. 3) Then, compare your answers with the partner, discuss why that is the answer there. 4) I will give 2 min to work.	T	30"	
I.C.Q 1) Do you talk to your partner first? (No, work myself) 2) Do you work on number 2 quesiton? (No) 2) How long do you have? (2 min)	T	10"	
Hand out worksheet.			
Ss work individually. Then, Ss talk to the partner, discuss the answer.	S-S	2'	
T monitor, give help if needed.			
Give time warning: 30 seconds left.			
Feedback - Nominate pairs for each question.	T-S	2'	
Instruction: worksheet #2 - 2 1) Now, do you see the bowl of salad? 2) Pretend you are making a fruit salad for four friends. 3) Check (✓) six items. Then make conversations using the written example with your partenr. 4) You have 2 minutes.	T	30'	
I.C.Q 1) Do you work alone? (No) 2) How long do you have? (2 min)	T	10"	
Pair work and Teacher monitor.	S-S	2'	
Feedback: Nominate at least half the class for the answer.	T-S	2'	

**Inter
action**

Instructor's
comments

T

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T

10''

S-S

2'

T-S

2'

T

30'

T

10''

S-S

2'

T-S

2'

Pair work and Teacher monitor.

Feedback: Nominate at least half the class for the answer.

<u>Stage 5: Freer Practice</u>	<u>Inter action</u>	<u>Time</u>	<u>Instructor's comments</u>
<p>The purpose of this stage is to allow student to practice using the target language productively in an authentic way. The focus is to encourage fluency, not accuracy, therefore errors should be monitored and only addressed if necessary. Correction should be given during the next stage.</p>			
<p>Role play</p> <p>Instruction: worksheet #3</p> <ol style="list-style-type: none"> 1) I will distribute a worksheet#3 for everyone. 2) At the grocery store. 3) Student A is the client. Student B is the shopkeeper. 4) Make your own situation. 5) Refer to worksheet #2-1. 6) You have 6 min to discuss with your partner. 7) After discussing, you will present. <p>I.C.Q</p> <ol style="list-style-type: none"> 1) How long do you have? (6 min) 2) What will you do after discussing? (presentation) <p>Ss discussion. Monitor discreetly.</p> <ol style="list-style-type: none"> 1) Jot down errors in languages Ss make. 2) Answer any questions students may have. 3) Give time warning: 1 minute left. <p>Presentation. "Now please present." Monitor.</p> <p>Feedback - Each group should contribute here.</p>	T	30"	
	S-S	6'	
	S-S	3'	
	T-S	1'	

The purpose of this stage is to allow student to practice using the target language productively in an authentic way. The focus is to encourage fluency, not accuracy, therefore errors should be monitored and only addressed if necessary. Correction should be given during the next stage.

Inter
action

Time

Instructor's
comments

Role play

Instruction: worksheet #3

- 1) I will distribute a worksheet#3 for everyone.
- 2) At the grocery store.
- 3) Student A is the client. Student B is the shopkeeper.
- 4) Make your own situation.
- 5) Refer to worksheet #2-1.
- 6) You have 6 min to discuss with your partner.
- 7) After discussing, you will present.

I.C.Q

- 1) How long do you have? (6 min)
- 2) What will you do after discussing? (presentation)

Ss discussion. Monitor discreetly.

- 1) Jot down errors in languages Ss make.
- 2) Answer any questions students may have.
- 3) Give time warning: 1 minute left.

Presentation. “Now please present.” Monitor.

Feedback - Each group should contribute here.

Stage 6: Wrap-up

The purpose of this stage is to end the lesson with some positive feedback about the lesson and the students' participation. Review the main points briefly, either deductively or inductively, or perhaps during error correction. Classroom management should be considered, such as collecting worksheets, giving homework, stimulate interest in the next class or arranging the desks etc.

Inter
action

Time

Instructor's
comments

Summarize what they have learned by error correction that was presented while class activities.
Write some errors on the board and ask students how to correct it.

T-S

2'

One last small activity;
Okay look at me(holding a picture of bottle of water), much or many? (much)
How about this(picture of apples)? (many)
It goes on.... Teacher hold up a flash card and students say corally 'much' or 'many'.

T-S

1'

Homework:
Please make five sentences with how much, for the items you find inside your house.
Make another five sentences with how many, for the items you find outside your house.

T

20"

Okay, everyone you did excellent job today. The more you practise the more comfortable you feel about how much and how many. Do you agree? See you all tomorrow then.

T

20"

Class dismissed

Instructor's Final Comments

Overall strengths of this lesson (planning and teaching)

Areas to work on

Overall comment

For this stage of the course, your lesson today was

- ☐ Above standard
- ☐ To standard
- ☐ Below Standard

Instructor: **Date:**/...../..... **Student/s:**